



# **New Title I Directors**

National Title I Association - NASTID

A National Association of State Title I Directors

August 8, 2012

Mayflower Hotel, Washington, DC

# AGENDA



- Welcome and Introductions
- What is Title I, Part A?
- What are the Key Requirements?
- What Do You Need Next?
- What is the Role of NASTID?
- Overview of the Summer Meeting
- Building Relationships with SASA
- Lunch



# 1965 – *The First Title I*

Sitting next to his first teacher, President Johnson signs the Elementary and Secondary Education Act of 1965 on April 11, 1965.



# Title I - A Brief History

- 1965 – ESEA originally passed
- Reauthorized with different “nicknames”
  - 1994 – Improving America’s School Act (Title I)
  - 2001 – No Child Left Behind
- Modified through regulations and new funding
  - 2008 – New Regulations – CFR 200
  - 2009 – Title I ARRA funding
  - 2011 – ESEA Flexibility Waivers
- Reauthorization???

# Purpose of Title I

- Purpose is to increase the achievement of all students, *particularly those who are disadvantaged*
- Ensure all children have fair, equal, and significant opportunity to obtain high quality education
- Reach, at minimum, proficiency on challenging state standards & assessments (reading, mathematics, and readiness)

# Federal Funds Supplement State and Local Support

- Title I, Part A provides federal dollars to help *supplement* educational opportunities for children who live in high poverty areas who are most at risk of failing to meet state's challenging achievement standards.
- Funds flow to SEAs then to LEAs and finally to Title I schools.

# State Title I Director's Role

- Varies depending on structure of SEA
- Typically includes:
  - Allocation of Title I, Part A funds to LEAs
  - Overseeing LEA grant application and approval process for Title I funds
  - Monitoring LEAs for compliance of Title I laws and regulations
  - May include oversight of school and district improvement, or other programs



# Local NCLB/Title I Coordinator's Role

- Varies depending on structure of LEA
- Typically includes:
  - Completing and implementing local NCLB grant paperwork
  - Ensuring compliance of Title I laws and regulations
  - Connecting with principals and district staff for school and district improvement
  - Monitoring expenses to ensure they are reasonable, necessary, and allocable to the Title I program

# Levels of Authority

- Statute (ESEA/NCLB)
- Code of Federal Regulations (CFR)
  - Title 34 Education <http://ecfr.gpoaccess.gov/>
  - Education Department General Administrative Regulations (EDGAR)
- USED guidance [www.ed.gov](http://www.ed.gov)
  - Non-regulatory guidance
  - Policy letters

# Topics

- Title I, Part A Program Models
- Allocations and Set-Asides
- 3 Key Requirements
- Additional Fiscal Issues
- Private School Requirements
- Monitoring
- Optional topics
- NASTID Overview
- Working with SASA Staff

# Title I Program Models

- **Targeted Assistance**

- Eligible Students
- Targeted Resources

- **Schoolwide**

- Needs Assessment
- Schoolwide Plan

# Targeted Assistance

The term “**targeted assistance**” signifies that direct services are provided to a select group of children - those identified as failing, or most at risk of failing, to meet the state’s academic achievement standards.



# Targeted Assistance

Services may be delivered in a number of ways such as:

- In-class instruction
- Pull-out model
- Extended day
- Summer programs

# Targeted assistance programs must...

- Provide additional instructional support to support the core instruction
- Use highly qualified and trained teachers and paraprofessionals
- Provide professional development for teachers
- Use strategies to increase parent engagement
- Coordinate with other programs and provide transition services from Pre-K to elementary grades

# Targeted Assistance

- Title I services must be *supplemental* to regular educational services
- School must have selection criteria for eligible students that includes *multiple* sources (e.g., below proficient on state assessments, teacher recommendations, local assessments)
- Income level is ***not*** a criteria for eligibility for services

# Targeted Assistance

- Only teachers & paraprofessionals funded directly by I-A (in whole or in part) are Title I staff
- Only students who receive services are counted as Title I students for reporting purposes
- Must track types of services provided to eligible students
- All students eligible for I-A services should receive them, even if eligible under other programs

# Schoolwide Model

- A Title I school is eligible to become a schoolwide program when the student poverty level is at or above 40 percent.
- A schoolwide program has more flexibility in the use of Title I funds and in the delivery of services.



# Schoolwide Model

- Title I funding is considered *supplemental* to state and local funding and may be used to support any part of the educational plan.
- Title I-A and other federal funds may be consolidated with state and local funds to support the schoolwide plan.

# Schoolwide Model

- A schoolwide program is designed with the knowledge that there is a link between poverty and low achievement therefore, when there are large numbers of disadvantaged students, interventions will be successful when implemented “schoolwide.”
- The school staff members work together to develop curriculum and instruction to raise the achievement of **all** students and give support to low-achieving students.

# Schoolwide Model

- All teachers and paraprofessionals are considered “Title I”
- All students are considered “Title I” for reporting.
- Services to students do not have to be tracked and reported separately.

# Schoolwide Planning Cycle

1. Conduct a comprehensive needs assessment.
2. Develop the schoolwide plan (ten components) usually over the period of one year (but may be shorter if LEA agrees).
3. Implement the plan.
4. Annually evaluate the plan to ensure that students demonstrate academic achievement and modify the plan based on this data.

# Schoolwide Plan

- The plan must be developed in consultation with the District and its support team and other technical assistance providers.
- Must be developed with the involvement of parents, and other community members to be served and individuals who carry out such a plan, including teachers, principals and administrators.



# **Schoolwide Ten Components**

## **NCLB Section 1114(b)(1)**

1. A comprehensive needs assessment of the entire school based on information that includes the performance of children in relationship to the state's academic achievement standards.
2. Schoolwide reform strategies that:
  - a. Provide opportunity for all students to meet the states proficient and advanced levels of student achievement.
  - b. Use effective methods and instructional strategies from scientifically-based research.
3. Instruction by "highly-qualified teachers and paraprofessionals."

# **Schoolwide Ten Components**

## **NCLB Section 1114(b)(1)**

4. High quality and ongoing professional development for teachers, principals, and paraprofessionals (and other staff If appropriate).
5. Strategies to attract high quality, highly-qualified teachers to high-need schools.
6. Strategies to increase parental involvement, such as literacy services.

# **Schoolwide Ten Components**

## **NCLB Section 1114(b)(1)**

7. Plans for assisting transition from early childhood programs to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments to provide information on, and to improve, the academic achievement of individual students and the overall instructional program.

# **Schoolwide Ten Components**

## **NCLB Section 1114(b)(1)**

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely, additional assistance.
10. Coordination and integration of federal, state and local services and programs including programs related to Title I, violence, nutrition, housing, Head Start, adult education, vocational and technical education, and job training.

# **Allocations and Set-Asides**

# Title I-A Allocations

- Complex 4-Part Formula
  - Basic
  - Concentration
  - Targeted
  - Education Finance Incentive Grants (EFIG)
- Based on counts of students
  - Poverty data from Census
  - Children in neglected or delinquent institutions
  - Children in foster care and in families receiving Temporary Assistance to Needy Families (TANF)

# Hold Harmless

- All 4 formulas provide for a variable hold-harmless guarantee for each LEA of 85, 90, and 95% of their previous year's allocation.
  - The hold-harmless percentage depends on the formula child rate of each LEA.
  - For the Basic, Targeted, and EFIG formulas, an LEA must meet eligibility criteria in order for the hold-harmless protection to apply.
  - For Concentration Grants, the hold-harmless provision applies to an LEA for four years even if it no longer meets the eligibility criteria.

# Allocations to LEAs

- US ED LEA allocation spreadsheets include one sheet for each Title I grant: Basic, EFIG, Targeted, and Concentration. These are **not** the actual allocations for LEAs.
- SEA must reserve funds for administration and for school improvement (up to 4%) to adjust LEA allocations.



# Allocations to LEAs

- Other adjustments may need to be made if LEA enrolls students to/from other LEAs, charter LEAs, etc.
- States may be approved to use “alternate data” source in LEAs with less than 20,000 Census population. Ask for help from US ED staff if you have this situation.
- Budget & allocation information on ED website:
  - <http://www2.ed.gov/about/overview/budget/tables.html>

# Determining School Allocations Overview

- Determining poverty rates
- Determining which schools will be served:
  - Ranking & serving rules
  - 125% rule
  - Exceptions
- Determine district set-asides
- Distribute funds to schools

# Determining Schools Eligible to be Served

- Type of poverty data must be same for all schools
  - most use free & reduced lunch qualification
- *All* public schools must be listed on school eligibility form with poverty rate
  - Include special schools, charter schools, etc. according to state law

# Use Ranking & Serving Rules

- Rank all LEA schools in order by poverty
- All schools at 75% or above poverty *must* be served
- Other schools must be served in rank order, from highest to lowest, all above district poverty average or 35%, as far as Title I funds will reach (LEA may set lower boundary)
- May group and rank by grade span in order to focus services to a particular grade span of schools
- If *any* school is served that is below 35% poverty, must use 125% rule (slide 43)

# Special Rules

- **Small LEAs** may serve *any* school(s) if meet criteria:
  - Single attendance area (a one-school district or one school per grade span), **or**
  - LEA enrollment < 1000

Allows small LEAs to focus services to schools as needed without ranking and serving rules

- **“Grandfather” rule:**

- An LEA may serve a school for one more year that falls below the poverty threshold for Title I schools

Allows a school to continue services as poverty levels fluctuate

# Exception to Title I Funding

- A school that would be eligible to be funded with Title I funds may only be “skipped” or excluded from Title I funding if:
  - The school receives funding from *supplemental* state or local sources
  - The funding is equivalent to what would be received under Title I
  - The funding is used to provide a Title I-like program
  - The school receives comparable state and local funding

# Title I Set-Asides

- Set-asides are amounts used at district level before allocating funds to schools; some are required, others optional
- Types of set-asides:
  - Administration (optional, as needed)
  - Professional development for highly qualified teachers (5% unless a lesser amount is needed)
  - Professional development (at least 10% *each year* for districts in improvement – required – will be carried forward if not spent)

# Title I Set-Asides

- Homeless (required; to serve homeless students in non-Title I schools)
- Neglected & delinquent (as needed)
- Parent/family involvement (1% required if I-A allocation > \$500,000; 95% must be used at schools)
- Extended time (after school, summer school, etc.)
- Choice/SES (amount = up to 20% required if any TI schools in improvement)
- Other district wide programs (preschool, school improvement, etc.)



# **Funds available to schools**

- Find total of set-asides
- Subtract from I-A district allocation
- Add carryover from prior fiscal year (optional)
- Balance is amount available to distribute to schools

# Determine School Allocations

- Determine standard (or 100%) per pupil amount (PPA) by dividing the total *I-A amount available to schools by the total number of low-income students in the Title I schools being served.*
- The 100% PPA is a guide to determine how to fund each Title I school.
- Calculate school allocation by # of low-income students x per pupil amount (PPA)
- Schools served in rank order may be funded at different per pupil amounts (PPA) *as long as higher poverty schools have = or > PPA*

# 125% Rule

- *Only* required if serving schools < 35% poverty
- If district average is lower than 35% can reach buildings down to district (or grade span) average but must allocate at least 125% of district per pupil amount to every building served in the rank order.
- *Total I-A allocation ÷ total # of low-income students in district x 1.25 = 125% of per pupil amount (PPA), required minimum PPA for all schools served*
- Purpose of 125% rule is to concentrate Title I funds for more effective programs

# 3 Key Requirements

- **Maintenance of Effort**

Section 1120A(a) and 9521 of NCLB; 34 CFR 299.5

- **Comparability**

Section 1120A(c) and (d); 34 CFR 200.79

- **Supplement, Not Supplant**

Section 1120A(b) and (d) of NCLB; 34 CFR 200.79

# 3 Key Requirements

- An LEA must:
  - **maintain fiscal effort** with state and local funds;
  - provide services in its Title I schools with State and local funds that are at least **comparable** to services provided in its non-Title I schools; and
  - use Title I-A funds to **supplement, not supplant** regular non-Federal funds.

# Maintenance of Effort

The district has maintained fiscal effort if ***either...***

- the combined fiscal effort (of district and state) per student ***or***
- the aggregate (total of included) expenditures of the district and state for public education

... were at 90% of that of the preceding year.

This shows the district maintained its non-federal funding within 90% and is eligible to receive its full allocation of I-A funds.

# Comparability

- An LEA must use state and local funds to provide services in Title I schools that, taken as a whole, are at least comparable to the services provided in schools that are not receiving Title I funds.
- If the LEA serves all of its schools with Title I funds, the LEA must use State and local funds to provide services that, taken as a whole, are substantially comparable in each Title I school.

# Comparability

Comparability may be demonstrated if the district provides written assurance it has established and implemented:

1. A district wide salary schedule.
2. A policy to ensure equivalence among schools in teachers, administrators, and other staff.
3. A policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.



# Comparability

- Other measures to demonstrate comparability:
  - student/instructional staff ratios;
  - student/instructional staff salary ratios;
  - expenditures per pupil; or
  - a resource allocation plan based on student characteristics such as poverty, limited English proficiency, or disability, etc.

# Comparability

- SEA has flexibility in establishing methods and reasonable variances between Title I and non-Title I schools:
  - May compare schools by commonalities such as size and grade span.
  - May allow student/staff ratios and instructional expenses to vary within 10%.
  - May exclude certain expenses and salary cost differentials for experience.

## TITLE I COMPARABILITY REPORT - PER PUPIL AMOUNT

### TITLE I SCHOOLS

Project Schools by Name (Column 1) [Ctrl-j to insert row]]	Non-Federal Salaries (Column 2)	Enrollment (Column 3)	Per Student Amount (Column 2/ Column 3)	Comparable
Otter Elementary	\$1,032,186.00	267.00	\$3,865.87	Yes
Rocky Ridge Elementary	\$1,271,041.00	391.00	\$3,250.74	Yes
Fish Elementary School	\$1,024,773.00	287.00	\$3,570.64	Yes
Kibbey Elementary	\$1,131,087.00	318.00	\$3,556.88	Yes
Heppner Elementary	\$1,148,623.00	306.00	\$3,753.67	Yes
Oja Elementary	\$1,187,081.00	420.00	\$2,826.38	Yes
			-	
<b>SUBTOTALS - TITLE I</b>	<b>\$6,794,791.00</b>	<b>1,989.00</b>	<b>\$20,824.18</b>	
<b>AVERAGES - TITLE I</b>	<b>\$1,132,465.17</b>	<b>331.50</b>	<b>\$3,470.70</b>	

### NON-TITLE I SCHOOLS

Project Schools by Name (Column 1) [Ctrl-t to insert row]]	Non-Federal Salaries (Column 2)	Enrollment (Column 3)	Per Student Amount (Column 2/ Column 3)	Comparable
McCarthy Creek Elementary	\$1,384,490.00	391.00	\$3,540.90	
Coal Mine Elementary	\$1,257,499.00	374.00	\$3,362.30	
Cash Elementary	\$1,416,539.00	514.00	\$2,755.91	
Limestone Elementary	\$1,145,446.00	418.00	\$2,740.30	
			-	
<b>SUBTOTALS - NON TITLE I</b>	<b>\$5,203,974.00</b>	<b>1,697.00</b>	<b>\$12,399.41</b>	
<b>AVERAGES - NON TITLE I</b>	<b>\$1,300,993.50</b>	<b>424.25</b>	<b>\$3,099.85</b>	
		<b>90%</b>	<b>\$2,789.87</b>	
		<b>110%</b>	<b>\$3,409.84</b>	

## TITLE I COMPARABILITY REPORT - STUDENT/STAFF RATIO

### TITLE I SCHOOLS

Project Schools by Name (Column 1) [Ctrl-j to insert row]	Actual Grade Span (Column 2)	Pupils Enrolled @ Beginning of Year (Column 3)	FTE Teacher Staff (Column 4)	FTE Administrative Staff (Column 5)	FTE Auxiliary Staff (Column 6)	Total FTE Staff (Columns 4-6)	Student/ Staff Ratio (Column 3/ Column 7)	Comparable
Flatwater Elementary	K-5	275.00	15.32	1.00	8.32	24.64	11.16	Yes
Mountain Elementary	K-5	259.00	16.18	1.00	10.55	27.73	9.34	Yes
North Valley Elementary	K-5	265.00	16.17	1.00	12.39	29.56	8.96	Yes
South Hills Elementary	K-5	294.00	15.15	1.00	8.59	24.74	11.88	Yes
Canyon Elementary	K-5	282.00	14.32	1.00	11.37	26.69	10.57	Yes
						0.00	-	
<b>SUBTOTALS - TITLE I</b>		<b>1,375.00</b>	<b>77.14</b>	<b>5.00</b>	<b>51.22</b>	<b>133.36</b>	<b>51.91</b>	
<b>AVERAGES - TITLE I</b>		<b>275.00</b>	<b>15.43</b>	<b>1.00</b>	<b>10.24</b>			

### NON-TITLE I SCHOOLS

Project Schools by Name (Column 1) [Ctrl-t to insert row]	Actual Grade Span (Column 2)	Pupils Enrolled @ Beginning of Year (Column 3)	FTE Teacher Staff (Column 4)	FTE Administrative Staff (Column 5)	FTE Auxiliary Staff (Column 6)	Total FTE Staff (Columns 4-6)	Student/ Staff Ratio (Column 3/ Column 7)	Comparable
Capitol Elementary	K-5	477.00	26.00	1.00	12.68	39.68	12.02	
Alpine Elementary	K-5	272.00	14.23	1.00	6.90	22.13	12.29	
Lake Elementary	K-5	238.00	12.60	1.00	8.74	22.34	10.65	
East Davis Elementary	K-5	283.00	15.00	1.00	8.51	24.51	11.55	
McDonald Elementary	K-5	247.00	12.68	1.00	6.09	19.77	12.49	
Rimini Elementary	K-5	485.00	26.00	1.00	10.28	37.28	13.01	
						0.00	-	
<b>SUBTOTALS - NON TITLE I</b>		<b>2,002.00</b>	<b>106.51</b>	<b>6.00</b>	<b>53.20</b>	<b>165.71</b>	<b>72.02</b>	
<b>AVERAGE - NON TITLE I</b>		<b>333.67</b>	<b>17.75</b>	<b>1.00</b>	<b>8.87</b>		<b>12.00</b>	
							<b>90%</b>	<b>10.80</b>
							<b>110%</b>	<b>13.20</b>

# Supplement Not Supplant

- Federal funds must be used to “supplement, not supplant” services, staff, programs, or materials that would otherwise be paid with state or local funds (and, in some cases, other federal funds).
- Always ask: “What would have happened in the absence of federal funds?”

# Supplement Not Supplant

Supplement, not supplant is different depending on the type of Title I program model

## Targeted Assistance Schools

- In Title I targeted assistance schools, funds are used to provide ***supplemental*** educational ***services*** to eligible students participating in Title I programs.
- LEA has flexibility in type of Title I program, but it must supplement the services that would be provided in the absence of federal funds.

# Supplement Not Supplant

## Schoolwide Program Schools

- In Title I schoolwide schools, the ***funds*** provided are ***supplemental*** to the state and local funds and may be used to support any activities in the schoolwide plan.
- In schoolwide school, LEA not required to:
  - 1) show that Federal funds used with the school are paying for additional services that would not otherwise be provided;
  - 2) demonstrate that Federal funds are used only for specific target populations; or
  - 3) separately track Federal program funds once they reach the school.

# Supplement Not Supplant

## Presumption of supplanting

- The district has used the Title I funds to provide services that the district was required to make available under federal, state or local law.
- The district used Title I funds to provide services it provided with non-federal funds in the prior year(s).
- The district has used Title I funds to provide services for participating children that it provided with non-federal funds for non-participating children.



# Supplement Not Supplant

## **To rebut presumption show:**

- Fiscal or programmatic documentation to confirm that, in the absence of federal funds, would have eliminated staff/services in question
- State or local legislative action
- Budget histories and information

# Additional Fiscal Issues

- Subgrants & Applications
- Grant Period
- Allowable Expenses
- Time and Effort

Federal Office of Management and Budget's  
Circular A-87, *Cost Principles for State, Local,  
and Indian Tribal Governments*.

# Subgrants

- Title I is a subgrant (e.g., pass-through funds from state administered program)
  - Allowable activities based on applicable statute, local plan, state rules
  - LEAs must submit application to receive funds
  - Funds/reimbursements subject to SEA approval of application

# Applications

- Most states include Title I grant applications as part of a consolidated application with other ESEA funds such as Title I-C, Title II-A, and Title III-A
  - Online applications or applications submitted directly in Excel or Word format
  - Applications reviewed & approved by program staff after any revisions, as necessary
- Funds may be awarded in two ways:
  - Cash advances
  - Reimbursements after expenses

# Grant Period

- Title I funds are “27 month” money
- Federal FY 2012 funds:
  - July 1, 2012 – September 30, 2013 (1<sup>st</sup> grant period)
  - October 1, 2013 – September 30, 2014
- No more than 15% of the Title I-A allocation may be carried forward to the next FY
  - SEA may approve an exception once every three years
- State must return funds not obligated to the federal government

# Allowable Expenses

- All Costs Must Be:
  - Allowable under grant requirements
  - Necessary & reasonable
  - Allocable (proportionate to program)
  - Legal under state and local law
- OMB Circular A-87: State, Local & Indian Tribal Governments
- OMB Circular A-133: Compliance Supplement

# Time and Effort

- Time and effort reporting is required when **any part** of an individual's salary is charged to a federal program.
  - Single cost objective → Semi annual certification.
  - Multiple cost objectives → Monthly time reports or Personnel Activity Reports (PARs).

# Schoolwide Time and Effort

- Schoolwide plan **must** specify programs to be included (not all programs may be included).
- A schoolwide program is a single cost objective
  - If employee works 100% on programs combined → *Semi-annual certification*.
  - If employee works partially on programs combined and partly on those not combined → *Monthly time report (PAR)*.



# Private School Participation

## Title I, Part A

If the Title I, Part A program is available to the public school district students and teachers, then the opportunity is available to private school students and teachers on an equitable basis.

- *NCLB Section 1120 – Participation of Students Enrolled in Private Schools*
- *34 CFR 200.62-67*

# Title I Private School Requirements

- ESEA requires equitable participation of private school students, teachers, and other personnel
- Consultation with private schools must occur before decisions are made about programs to be offered
- Needs of private school students, parents, and teachers are determined separately from those of public school students, parents & teachers
- Private school students, parents & teachers must receive services comparable to those received by public school students, parents, & teachers

# Consultation

Consultation between the public school and private schools, during the design and development of the programs:

- Must be timely and meaningful.
- Must take place on an annual basis, and be documented by the district: sign in sheets, agenda, written affirmation.
- Must continue throughout the year, to ensure the needs of private school students are being met.
- Shall occur before the school district makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate.

# **Funding for Services to Private School Students and Teachers**

- Private school allocation for Title I-A is determined by # of low-income students residing in attendance areas selected to be served under Title I-A
- Title I-A services to private school students are based on academic need and are always “targeted assistance”

# Sample I-A Private School Student Count Chart

Private Schools > Public School Attendance Areas	First City Private School K-12	Big Thunder Private School K-8	Great Start Private School PK-2	Total private school low- income students by attendance area
Tall Mountain Elementary*	6	5	0	11
Forest Elementary*	3	1	0	4
Alaska Best City HS	5	0	0	5
Whale Watch Elementary	0	0	4	4
Total students by private school	14	6	4	
PS students generating funding	9	6	0	

**\* Title I attendance area**

# Sample I-A Private School Funding Chart

School Name	Grade Span	Title I Status	Total School Enrollment	Total Public School Low-Income Students	Percent of Poverty (col 7/col 4)	Total Private School Low-Income Students	Total Low-Income Students	Per Pupil Amount	Total Allocation (col 9 x col 7)	Public School Allocation (col 9 x col 5)	Private School Reserve (col 9 x col 6)
ABC Youth Facility	7-12	EX	10	10	100.00%		10		\$0	\$0	\$0
ABC Alternative HS	7-12	TA	88	50	56.82%		50	\$675.00	\$33,750	\$33,750	\$0
Big Mountain Elem	K-5	SW	178	85	47.75%		85	\$675.00	\$57,375	\$57,375	\$0
Tall Mountain Elem	K-5	SW	476	199	44.12%	11	210	\$650.00	\$136,500	\$129,350	\$7,150
Forest Elementary	K-5	SW	165	63	40.61%	4	67	\$650.00	\$43,550	\$40,950	\$2,600
ABC Charter School	K-8	TA	164	62	37.80%		62	\$599.00	\$37,138	\$37,138	\$0
ABC Middle School	6-8	NS	290	93	32.07%		93		\$0	\$0	\$0
ABC High School	9-12	NS	617	126	21.23%	5	131		\$0	\$0	\$0
Whale Watch Elementary	K-5	NS	256	48	20.31%	4	52		\$0	\$0	\$0
Big Bear School	K-12	NS	39	7	17.95%		7		\$0	\$0	\$0
<b>DISTRICT-WIDE TOTAL/AVERAGE:</b>			2283	743	32.54%	24	767		<b>\$308,313</b>	<b>\$298,563</b>	<b>\$9,750</b>

Private school PPA = \$650

First City Private School allocation (9 × \$650) = \$5850

Big Thunder allocation (6 × \$650) = \$3900

# Eligible Private School Student

- An eligible private school student resides in the participating attendance area of the school district and is selected on the same basis as targeted assistance students.

[34 CFR 200.62]

# **Private School Participation**

## **Title I, Part A *(continued)***

### Examples of Services

- Instructional services outside the regular classroom.
- Extended learning time (before/after school and in the summer).
- Family literacy programs.
- Counseling programs.
- Early childhood.
- Home tutoring.
- Computer-assisted instruction.

[Non-Regulatory Guidance B37 & B38]



# Basic Rules of Service Delivery

- All services are provided by and under the control and supervision of the public school.
- Services for private school children must begin at the same time as services for public school children.

[Non-Regulatory Guidance B39 & B40]

# Basic Rules *(continued)*

- The public school maintains control of all materials, supplies, equipment, and property acquired with Title I funds for the benefit of eligible private school students.

[34 CFR 200.67]

- Key word is **services**. No public funds are distributed to private schools, only services and materials.

[Non-Regulatory Guidance B-28]

# Other Topics

- Parent Involvement [Section 1118]
- Parent Notification Requirements
- LEA and School Report Cards [Section 1111]
- Adequate Yearly Progress [Sections 1003 & 1116]
- School & District Improvement [Section 1116]
- Public School Choice and Supplemental Educational Services (SES) [Section 1116]

# District Set-Asides for Parent Involvement

- Districts receiving \$500,000 or more in Title I, Part A funds must set aside, at minimum, 1% for parent involvement purposes, including promotion of parent literacy and developing parenting skills. 95% of the district set-sides must be allocated to Title I buildings for building-level parent involvement.
- Districts < \$500,000 must also provide parent involvement opportunities at the district and building levels.

[NCLB Section 1118(a)(3), Parent Involvement Guidance C-14]

# Title I Parent Involvement

## District Parent Involvement Policy is:

- A written document.
  - Jointly developed and agreed upon with parents.
  - Describes elements of parent involvement activities that will be implemented at Title I schools.
  - Distributed to all parents of participating students.
- \*\* If the district already has a parent policy, it *can be amended* to meet Title I requirements.

# Title I Parent Involvement

## School Parent Involvement Policy (Plan) is:

- Written policy (plan).
- Agreed upon by parents.
- Describes the means for carrying out parent involvement activities at the building level.
- Distributed to parents, and the local community, in a format and language, to the extent practicable, that parents can understand.

\*\* If the school has a parental involvement policy that applies to all parents, it *may be amended* to meet the requirements of Title I.

# **Title I Parent Involvement**

## **Building Parent Involvement:**

- Provide timely information about programs.
- Involve parents in an on-going, timely planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan.
- Include a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

# **Shared Responsibility for High Student Academic Achievement**

## **School-Parent Compact:**

Each Title I school shall jointly develop with parents, for all children served, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.



# Parent Notification Requirements

- **Public School Choice**

[NCLB Section 1116(b)(6), Parent Involvement Guidance C-21]

- **Supplemental Educational Services**

[NCLB Section 1116(e)(2), Parent Involvement Guidance C-22]

- **Building and District Parent Involvement Policies**

[NCLB Section 1118(a)(2) and (b)(1), Parent Involvement Guidance, C-3 and C-4 (district), and D-1 (school)]

- **Compact**

[NCLB Section 1118(d)], Parent Involvement Guidance D-8]

# Parent Notification Requirements

- **Annual Report Cards**

[NCLB Section 1111(h)(1) and (2), Parent Involvement Guidance, B-5 (State) and C-7 (District)]

- **Individual Student Assessment**

[NCLB Section 1111(h)(6)(B)(i), Parent Involvement Guidance, D-10]

- **Progress Review**

[NCLB Section 1116(a)(1)(C), (c)(1)(B) and (c)(6), Parent Involvement Guidance, B-7 (State) and C-20 (District)]

- **School Improvement (AYP, Corrective Action, Restructuring)**

[NCLB Section 1116(b)(6), 7(E), and 8(C), 34 CFR 200.37(5).] Parent Involvement Guidance, C-21, C-22, and C-23]

# Adequate Yearly Progress

- Section 1003 **School Improvement**
  - CFR 200.1-200.10 - Standards and Assessments
  - CFR 200.13-200.24 - AYP
- Section 1116 **Academic Assessment and LEA and School improvement**
  - CFR 200.30 – 200.54 – LEA and School Improvement

# Choice & SES

- **Public school choice** allows parents or guardians to transfer their students out of low-performing schools into schools that are making AYP. [Section 1116 (b)(1)(E)]
- **Supplemental educational services (SES)** provide additional academic assistance for low-income students who are attending Title I schools that have not met AYP criteria. [Section 1116 (e)(12)(C)]

# Monitoring LEAs

- Use regular cycle (every 3 to 5 years) and/or combination of “risk factors” to select LEAs for monitoring
- Notify LEAs in advance
  - Schedule of monitoring
  - Team members
  - Any advance documentation required
- Use monitoring indicators to determine compliance
  - May pre-review LEA responses to indicators and/or documentation in advance
  - On-site review (or virtually) to interview staff, review additional supporting documentation

# Monitoring LEAs

- Conduct the visit (either on site or “virtually”)
  - Entrance meeting with lead LEA staff to give overview of purpose of visit and process
  - Use monitoring indicators to determine compliance
  - Interview staff & review additional supporting documentation
  - Exit meeting with lead LEA staff to give a sense of any issues to be resolved

# Monitoring LEAs

- Report & Responses
  - Send formal monitoring report to LEA after the visit listing any required corrective action and timelines
  - Receive responses from LEA, repeat as necessary until all findings are cleared
  - Send final letter indicating resolution of all findings

# **National Title I Association**

## **NASTID**

Gayle Pauley (Washington)  
President

Margaret MacKinnon (Alaska)  
Vice President



# Vision

NASTID is a leader in shaping and advancing national, state and local educational policy and practice.

# Mission

To enable disadvantaged children and youth to meet or exceed high academic state standards, the National Association of State Title I Directors build the capacity of state and local educators for leadership, support and advocacy in the design and effective implementations of Title I/ESEA programs.

# What Does NASTID Do?

- Advances Educational Policy
  - Collaborates with Other Organizations
  - Develops Networks and Coalitions
  - Collaborates with USED
  - Serves as a Credible Resource About Title I
  - Provides Feedback and Information to Congress and Others

# What Does NASTID Do?

- Advances Educational Practice
  - Builds the Capacity of State Title I Directors
  - Builds the Capacity of Local Title I Directors
  - Builds the Capacity of Other Title I Stakeholders

# What Are Big Events?

- National Title I Conference
  - Nashville, TN January 21-24, 2013
  - Celebrate Distinguished Title I Schools
  - Learn from Our Peers, National Experts, and USED Staff – more than 100 sessions
- Semi-Annual Member Meetings
  - Summer (late July or early August)
  - Winter (day before the National Conference)
  - Organization Business Meeting
  - Government Relations Updates
  - Meet with US Department of Education

# NASTID Website

- [www.titlei.org](http://www.titlei.org)
- Annual Conference
- Distinguished Schools
- Contacts
- By Laws and Strategic Plan
- Members Only Section

# Who Belongs to NASTID?

- Every State Title I Director
  - May have 2 active members per state - one vote per state
  - No dues
- Associate Members
  - Other SEA Staff – approved by State Title I Director

# NASTID Officers 2012

- President – **Gayle Pauley**, Washington
- President-Elect – **Bernell Cook**, Louisiana
- Vice President – **Margaret MacKinnon**, Alaska
- Secretary – **Monique Chism**, Illinois
- Treasurer – **Bob Harmon**, Washington
- Past President – **Judi Miller**, Kansas
  
- Chief Administrative Officer – **Lisa Brandes**
- Executive Director for Governmental Relations – **Rich Long**



# Regional Reps

- Region 1 – **Rachelle Tome (ME)**
  - Alternate: Deborah Connell (NH)
- Region 2 – **LaTrell Edwards (FL)**
  - Alternate: Margo DeLaune (GA)
- Region 3 – **Michael Radke (MI)**
  - Alternate: Donna Tackett (KY)
- Region 4 – **Anita Villareal (TX)**
  - Alternate: Donna Tackett (KY)
- Region 5 – **Clementina Jimenez (WY)**
  - Alternate: B.J. Granbery (MT)